OTR BULLETIN

JUNE - JULY 1965

CONFIDENTIAL

CONTENTS

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IN THIS ISSUE ....

OTR courses scheduled to begin in July, August,
and September are listed with a brief description
of each beginning on page 5.

FSI's language courses for FY 1966 and PERT
and ADP courses offered in the local area are
featured in Non-Agency Training, page 12.

If you are interested in the Agency's Off-Campus
Program, you can review the courses tentatively
scheduled by GW for the fall and spring semesters
and AU for the fall semester on page 27 - 31.

The Agency's interest in management training is
reflected in the article on the "Grid" - page 32.

Read about the FSI Library and how you can make
arrangements to have access to it on page 35.

If you want some tips on how to write better,
read the article beginning on page 37.

And the usual news items in the Bulletin Board,
as well as the Directory of Training Officers and
the OTR Directory.

BULLETIN BOARD

LANGUAGE LABS

OTR maintains two language laboratories for the benefit of Agency employees who are studying foreign languages. One is in Room 1D-1605 Headquarters and the other is in the Arlington Towers annex. The lab at Headquarters is open from 7 a.m. to 6:30 p.m. and the one at Arlington Towers is open from 8 a.m. to 6 p.m. Monday through Friday. Tapes are available in some 60 languages. There are also records in the major languages for loan. The telephone extension of the language lab at Headquarters is 7320; the extension at Arlington Towers is 3271.

An added service provided by the lab at Headquarters is tape material for those who wish to practice their shorthand.

CAREER EDUCATION AWARD WINNERS

Two Agency employees, ███████████████ and █████████████████ have been granted 1965-66 Career Education Awards by the National Institute of Public Affairs (NIPA). ███████████ an OTR Careerist and an instructor in the School of International Communism, will attend Harvard and will study the Problems of Underdeveloped Countries. ███████████ a Personnel Careerist on assignment to the Career Trainee Program, will attend Stanford, specializing in Administration. Each year NIPA, using funds provided by the Ford Foundation, grants Career Education Awards for an academic year of graduate study to outstanding young men in Federal, state, county, and municipal government. The winners compete and are selected on the basis of their past performance and their potential, particularly in management. Because the objective of the Program is to enable students to take courses in any department without adhering to an established curriculum, the students do

25X1A
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25X1A

not usually earn degrees. Six universities partici-
pate in the Program: Chicago, Harvard, Indiana,
Princeton, Stanford, and Virginia. NIPA pays for
tuition and assists with expenses which government
agencies are not authorized to pay. The employee's
agency continues to pay his salary.

The program is for young career officers. They
should be 28 - 35 years of age with at least five
years of civilian public service. Federal nominees
should be in positions classified at about GS 12
through GS 14 and employees of State and local gov-
ernments should be at comparable levels. All should
have a demonstrated capacity for eventual promotion
to higher positions demanding progressively greater
policy-making and executive responsibilities. Award
winners must have a bachelor's degree and meet the
admission requirements of the universities they at-
tend; at least a B+ average is usually expected in pre-
vious undergraduate work.

Selection by the NIPA Board of Trustees is solely
on merit. Some agencies win several awards but
there is no pre-determined number for any agency.

Each government agency uses its own methods to
select its nominees for the awards. In CIA, the em-
ployee's supervisor submits applications in January
through his Training Officer to the Agency's Training
Selection Board. The Board reviews applications,
interviews candidates, and submits its nominees to
NIPA by 1 February. NIPA representatives interview
the nominees, universities determine whether or not
the applicants meet their entrance requirements, and
the awards are announced about 1 April. Fifty-five
awards were granted this year.

BROCHURE ON   Copies of the brochure of reprints of articles on
SENIOR OFFICER   Senior Officer Schools which were published in OTR
SCHOOLS   Bulletins have been sent to all Training Officers and
to other employees who personally requested copies.
There are still some available. If you wish a copy,
telephone AIB/RS on extension 2365.

OTR SCHEDULE OF COURSES (1 Jul - 31 Dec 65)	The projected six-month OTR Schedule of Courses has been distributed to all Training Officers for insertion in OTR's Catalog of Courses. If you wish additional copies, call the AIB/RS on extension 2365.

CHANGES OF COURSE SCHEDULE

The CS Name Check Course scheduled for 29 November - 3 December will not be given. OTR will conduct a special Management Course (GS 11-14) at ▮▮▮ be- **25X1A** ginning on 8 August (Sunday) through 13 August.

CHANGE OF COURSE TITLE

The title of Budget and Finance Procedures Course, conducted by the Operations School, has been changed to Finance and Logistics: Small Stations.

INTERAGENCY TRAINING BULLETIN

The 1965-66 edition of CSC's Interagency Training bulletin has been sent to all Training Officers in the Agency. It contains information on courses and programs to be conducted in the next fiscal year by other Agencies and Departments of the Government. Contact ▮▮▮▮▮ Registrar Staff, on extension 3101 **25X1A** for further information about the courses referred to in the bulletin.

25X1A

TRAINING OFFICERS

25X1A

STATSPEC

25X1A

▮▮▮▮▮▮ is handling training matters for TSD. He is on extension 2367 and in Room 1306 R&S Building.
▮▮▮▮▮ is replacing ▮▮▮▮▮ as Training **25X1A** Officer for ▮▮▮ Her room number is 1004 Key Building and she is on extension 3661.
▮▮▮▮▮▮ TO-O/IG, Audit Staff is now at 1201 Key Building; extension 2232.

SCHEDULE OF PRETESTS FOR OTR CLERICAL REFRESHER COURSES

Purpose : To determine the level of shorthand or typing course for which an employee is qualified.

Place : 2103 Washington Building Annex, Arlington Towers.

Time : 0920 hours on the scheduled date.

	Registration :	Form 73 is sent to AIB/RS/TR for Clerical Refresher Course. AIB then registers employee with Clerical Training/IS/TR for pretest.

Dates of
Courses
and Tests :

9 August - 3 September
Pretest   4 Aug -- typewriting
           5 Aug -- SHORTHAND

13 September - 8 October
Pretest   8 Sep -- typewriting
           9 Sep -- SHORTHAND

18 October - 12 November
Pretest   13 Oct -- typewriting
           14 Oct -- SHORTHAND

AGENCY
QUALIFICATIONS
TESTS-FOR
CLERICALS

	Purpose	:	To qualify employees for positions as Agency typists or stenographers.
	Place	:	2103 Washington Building Annex, Arlington Towers.
	Registration	:	Training Officer calls Clerical Training Office directly; extension 2100.
	Time and Day of Test	:	Given to the Training Officer when he registers his employee.

Dates :

Typewriting	SHORTHAND
19 July	20 July
2 August	3 August
23 August	24 August
7 September	7 September
27 September	28 September

OTR CALENDAR

		JULY				
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Career Trainee Prog (Hqs Phase)	12 Jul-10 Sep
China Familiarization	19-23 Jul
CIA Review	13 Jul
Clerical Refresher	6-30 Jul
Challenge of Int'l Communism(for CTs)	26 Jul-20 Aug
IR Familiarization	12-16 Jul
Intel Production	6 Jul-27 Aug
Intel Tech (for CTs)	26 Jul-13 Aug
Intelligence: Intro (for CTs)	12-23 Jul
Orient for Overseas	6-7 Jul

Admin Procedures	16-27 Aug
CIA Review	10 Aug
CS Records Officer	30 Aug-3 Sep
Clerical Refresher	9 Aug-3 Sep
Communism (for CTs)	16 Aug-10 Sep
Intell Tech (for CTs)	23 Aug-10 Sep
Ops Support	30 Aug-24 Sep
Orient for Overseas	3-4 Aug
	2 Aug-24 Nov

25X1A

		AUGUST				
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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            SEPTEMBER
     S   M   T   W   T   F   S

                     1   2   3   4

     5   6   7   8   9  10  11

    12  13  14  15  16  17  18

    19  20  21  22  23  24  25

    26  27  28  29  30
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China Familiarization	20 Sep-24 Sep
CIA Review	14 Sep
Clerical Refresher	13 Sep-8 Oct
CS Name Check	7 Sep-13 Sep
CS Review	14 Sep-23 Sep
Communism: Intro	27 Sep-8 Oct
CI Familiarization	20 Sep-1 Oct
25X1A ■■■ Operations	27 Sep-15 Oct
Effective Speaking	13 Sep-20 Oct
Finance & Logistics: Small Stations	27 Sep-15 Oct
IRRR	13 Sep-1 Oct
Intel Res (Map & Photo)	13 Sep-15 Oct
Intel Res Tech	13 Sep-8 Oct
Intelligence: Intro	13 Sep-24 Sep
Mgt (GS 11-14)	26 Sep-1 Oct
Operations (for CTs)	13 Sep-14 Jan
Ops Familiarization	13 Sep-22 Oct
Orient for Overseas	7 Sep-8 Sep
Orient for Trng Assts	15 Sep
Orient for Trng Offs	28 Sep-29 Sep
Supervision (GS 5-10)	13 Sep-17 Sep
Writing Workshop (Basic)	14 Sep-7 Oct
Writing Workshop (Inter)	13 Sep-6 Oct

OTR COURSES Scheduled on the Calendar shown on page 5.

Administrative Procedures (2 wks - full time)

> For clerical employees who support the CS at headquarters.
> Covers the organization, functions, general administrative regu-
> lations, and procedures of the Agency; emphasis is on the CS.

Career Training Program (23 to 25 wks - full time)

Challenge of International Communism (4 wks - full time)

> For Career Trainees (formerly JOTs). A survey to develop a
> comprehensive understanding of the doctrine, organization, and
> activities of the USSR, Communist China, and the Communist
> Party and associated organizations of the free world.

China Familiarization (1 wk - full time)

> For professional employees. General survey of Mainland
> China's geography, history, economic factors, and its role in
> foreign affairs. Includes pronunciation of Chinese names.

CIA Review (2 1/2 hrs)

> For all overseas returnees. Covers salient facts in the Agency's
> recent development. Now includes the security reindoctrination
> lecture.

25X1A

Clandestine Services Records Officers (1 wk - part time)

> For CS employees to qualify them as CS Records Officers.
> Covers operational factors and relationships on which to base
> the decision to destroy or retain CS operational records.

Clandestine Services Review (8 days - full time)

> For CS officers recently returned from an overseas assignment:
> also officers who support the CS. Updating of the organization and
> functions of the Directorates. DDP is treated in detail.

Clerical Refresher (4 wks - part time)

> For clerical employees to improve their accuracy and to develop
> their speed in either shorthand or typewriting. Employees may
> take separate instruction in both skills.

Counterintelligence Familiarization (2 wks - full time)

> For CS employees. Covers terminology, authorities, missions
> and activity of CI; exploitation of CI records and CI reporting.

25X1A

Effective Speaking (6 wks - part time)

> For professional personnel. Covers principles of speaking as
> they relate to oral presentation. Includes a lecture on selection
> and use of graphic aids.

Finance and Logistics: Small Stations (3 wks - full time)
(Formerly Budget and Finance Procedures)

> For administrative assistants or support officers required to
> maintain budgetary, financial, and property records at a Class
> B or Type II Station. Emphasis is on all facets of financial re-
> sponsibilities.

Information Reports Familiarization (1 wk - full time)

> For CS employees assigned as junior reports officers or those
> assigned to type CS reports and intelligence cables.

Information Reporting, Reports and Requirements (3 wks - full time)

> For CS employees required to report intelligence information.
> Covers official policies and procedures for completing a report.

Intelligence Production (8 wks - full time)

> For Career Trainees assigned to the DDI. Specific training and
> practice in applying the techniques and skills required to produce
> intelligence are given.

Intelligence Research Map & Photo (5 wks - part time)

> For all employees required to use maps and aerial and ground
> photography for intelligence purposes. Includes industrial tours
> and an in-flight exercise.

Intelligence Research Techniques (4 wks - full time)

> For analysts. Covers each step in the process of intelligence
> research.

Intelligence Techniques   (3 wks - full time)

> For Career Trainees (formerly JOTs). Covers techniques in
> the production of finished intelligence and overt collection of
> intelligence information. Based on activities of the DDI &
> DDS&T.

Introduction to Communism (2 wks - full time)

> For professional employees at EOD. Covers historical develop-
> ment of the USSR and Communist China and the doctrine,
> organization and operations of the Communist movement.

Introduction to Intelligence (2 wks - full time)

> For professional employees at EOD. Covers concepts of intelli-
> gence, the intelligence agencies in the U.S. Government, and
> the Agency's responsibility for collection, production, and dis-
> semination of intelligence. Includes the fundamentals of Ameri-
> can beliefs and practices.

Management (1 wk - full time)

> For GS 11 thru GS 14. Covers up-to-date practices and attitudes
> applied in planning, directing and managing the work of others.

Operations (17 wks - full time)

> For Career Trainees (formerly JOTs). Covers fundamentals
> of clandestine activities and is directed toward the activity of
> the case officer in the field.

Operations Familiarization (6 wks - full time)

> For CS and non-CS officers whose responsibilities in support of
> operations require adequate familiarization with functions of the
> case officer and with the programs and operations of the CS.

Operations Support (4 wks - full time)

> For CS employees who support the CS at headquarters or in the
> field. Covers name checks, foreign travel, dispatch, pouch and
> cable procedures, and familiarization with tradecraft terminol-
> ogy. Instruction is directed to the activities in a field station.

Orientation for Overseas (2 days - full time)

> For employees (and spouses) assigned to an area for the first
> time. Covers the Agency's mission and functions, security,
> cover, legal advice, medical assistance, and working effectively
> with people of other cultures.

Orientation for Training Assistants (1 day - full time)

> For employees who support training of Agency employees.
> Covers procedures for admission to OTR's and non-Agency courses.

Orientation for Training Officers (1 day full-time; 2nd day 1/2 time)

> For professional employees who plan training and for those con-
> nected less directly with training matters. Outlines activities
> of OTR's Schools and Staffs.

25X1A

Supervision (1 wk - full time)

> For employees in grades GS 5 thru GS 10 who are responsible
> for supervision at the first level.   Covers problems in planning
> and directing the work of others. Includes factors in motivation
> and communication.

Writing Workshop (Basic)(4 wks - part time - Tues & Thurs)

> For professional employees. (Non-professionals may attend
> under certain circumstances.) Covers basic principles of
> grammar and rhetoric, and elements of sentence construction
> and paragraph structure.

Writing Workshop (Intermediate)(4 wks - part time - Mon & Wed)

> For professional employees. (Non-professionals may attend
> under certain circumstances.) Covers principles of good intel-
> ligence writing including clarity, accuracy, and logic.

NON-AGENCY TRAINING

This section contains information on courses given outside the Agency. The fact that a course or program appears here does not necessarily mean that the Agency will sponsor attendance. Agency sponsorship is based on job-orientation and professional need. Call ▆▆▆▆▆ Admissions and Information Branch, Registrar Staff on extension 3101, if you wish additional information on these and other external courses.

25X1A

Application for Agency-sponsored training is made on Form 136, "Request for Training at Non-CIA Facility. " It is sent through the Training Officer to the External Training Branch, Room 835 1000 Glebe. The request must be sent through the Central Cover Staff if an applicant is presently under authorized cover, if he has been under authorized cover within the last six months, or if he anticipates that he will be under cover before the termination of the requested training. ETB forwards a copy of Form 136 to the Office of Security for approval as an employee activity.

When an employee wishes to take an external course at his own expense, he must send a memorandum to the Director of Security through his administrative channels requesting approval. This memorandum should include the subject to be studied, the address and name of the school, the full name or names of instructors or private tutors, and dates and hours of instruction. Security approval is required prior to enrollment in the course.

CALENDAR OF FSI LANGUAGE COURSES FOR FY 1966
(With the exception of the Romance languages)

INTRODUCTORY AREA TRAINING	LANGUAGE	PROJECTED DATES BEGINS	ENDS	TOTAL LANGUAGE WEEKS
None	Amharic	9/7/65	7/8/66	44
8/16/65-9/3/65	Arabic (Estn)	9/7/65	2/18/66	24
None	Arabic (Estn)	2/23/66	12/23/66	44
2/7/66-2/25/66	Arabic (Estn)	2/28/66	8/12/66	24
8/16/65-9/3/65	Bulgarian	9/7/65	7/8/66	44
8/16/65-9/3/65	Burmese	9/7/65	7/8/66	44
None	Burmese	2/23/66	12/23/66	44
8/16/65-9/3/65	Cambodian	9/7/65	7/8/66	44
8/16/65-9/3/65	Chinese	9/7/65	7/8/66	44
2/7/66-2/25/66	Chinese	2/28/66	8/12/66	24
8/16/65-9/3/65	Czech	9/7/65	7/8/66	44
8/16/65-9/3/65	Finnish	9/7/65	7/8/66	44
8/16/65-9/3/65	Greek	9/7/65	7/8/66	44
None	Hausa	9/7/65	4/15/66	32
8/16/65-9/3/65	Hebrew	9/7/65	7/8/66	44
None	Hindi	8/9/65	6/10/66	44
8/16/65-9/3/65	Hindi/Urdu	9/7/65	7/8/66	44
2/7/66-2/25/66	Hindi/Urdu	2/28/66	8/12/66	24
8/16/65-9/3/65	Hungarian	9/7/65	7/8/66	44
8/16/65-9/3/65	Indonesian	9/7/65	7/8/66	44
8/16/65-9/3/65	Japanese	9/7/65	2/18/66	24
None	Japanese	9/7/65	7/8/66	44
None	Japanese	1/31/66	12/2/66	44
2/7/66-2/25/66	Japanese	2/28/66	8/12/66	24
None	Japanese	4/4/66	2/3/67	44
8/16/65-9/3/65	Korean	9/7/65	7/8/66	44
	Korean	1/10/66	6/24/66	24
2/7/66-2/25/66	Korean	2/28/66	8/12/66	24
None	Lao	12/6/65	8/12/66	36
8/16/65-9/3/65	Persian	9/7/65	7/8/66	44
2/7/66-2/25/66	Persian	2/28/66	12/24/66	24/43
8/16/65-9/3/65	Polish	9/7/65	7/8/66	44
8/16/65-9/3/65	Rumanian	9/7/65	7/8/66	44
8/16/65-9/3/65	Russian	9/7/65	7/8/66	44
8/16/65-9/3/65	Serbo-Croatian	9/7/65	7/8/66	44
2/7/66-2/25/66	Serbo-Croatian	2/28/66	8/12/66	24
8/16/65-9/3/65	Swahili	9/7/65	4/15/66	32

INTRODUCTORY AREA TRAINING	LANGUAGE	PROJECTED DATES BEGINS	ENDS	TOTAL LANGUAGE WEEKS
None	Thai	7/6/65	5/6/66	44
8/16/65-9/3/65	Thai	9/7/65	7/8/66	44
2/7/66-2/25/66	Thai	2/28/66	12/24/66	24/43
8/16/65-9/3/65	Turkish	9/7/65	7/8/66	44
	Urdu	8/9/65	6/10/66	44
None	Vietnamese	7/6/65	10/22/65	16
None	"	7/26/65	11/10/65	16
	"	8/2/65	1/14/66	24
8/9/65-8/20/65	"	8/23/65	10/15/65	8
8/23/65-8/27/65	"	8/30/65	1/14/66	20
8/16/65-9/3/65	"	9/7/65	7/8/66	44
10/4/65-10/15/65	"	10/18/65	12/10/65	8
None	"	10/25/65	2/11/66	16
None	"	11/15/65	3/4/66	16
None	"	1/17/66	5/6/66	16
1/17/66-1/21/66	"	1/24/66	6/10/66	20
None	"	2/7/66	5/27/66	16
None	"	5/9/66	8/26/66	16
None	"	5/31/66	9/16/66	16
6/13/66-6/17/66	"	6/20/66	11/4/66	20

NOTE: The level of instruction depends on the number of enrollees.

PERT
COURSES

The following courses in Program Evaluation and Re-
view Technique (PERT) are being offered at the PERT
Orientation and Training Center, 1120 20th Street, N.W.,
Washington, D.C. during FY 1966:

Orientation - Top Executives . . . . (3 hours)
Familiarizes executives of the government and indus-
trial organizations contractually concerned with the
concepts and uses of PERT as a systematic approach
to the decision-making process. Emphasis is on the
principles of PERT and their managerial implications
rather than on the mechanics of the techniques them-
selves.

8 Jul, 5 Aug, 3 Sept, 8 Oct, 4 Nov, 9 Dec, 14 Jan,
11 Feb, 3 and 31 Mar, 15 Apr, 12 May, 2 Jun

Orientation - Middle Management . . . . (8 hours)
Acquaints government managers, corporate and pro-
gram representatives of industrial organizations with
concept and uses of PERT and related techniques.
Primarily intended for middle management personnel
who cannot attend the 40-hour PERT course. Includes
planning, scheduling, and control techniques required
in government contracting, and also to demonstrate
how the program fund management techniques, includ-
ing PERT Time and Cost, Program Definition and
Line-Of-Balance, are utilized in reducing time and
cost slippages in small and medium size projects.

6 and 20 Jul, 3 and 17 Aug, 7 and 21 Sept, 5 and 19
Oct, 2 and 23 Nov, 7 Dec, 11 and 25 Jan, 8 Feb,
1 and 29 Mar, 12 and 26 Apr, 10 and 24 May, 14 and
28 Jun

Orientation - Management - Training Workshop
(40 hours)
Provides personnel from both government and in-
dustry having responsibility for PERT applications
with a systematic approach to the decision-making
process. Participants will obtain a working under-
standing of the network discipline and the structure
of information systems. Lectures and films are
alternated with workshops, using simulation exer-
cises and case problems to illustrate the application

of the principles of PERT not only in government
contracting, but also in the everyday planning,
scheduling, and control of small staff projects.

12-16, 26-30 Jul - 9-13, 23-27 Aug, 30 Aug-3 Sep -
13-17 Sep, 27 Sep-1 Oct - 11-15, 25-29 Oct - 8-12,
15-19 Nov, 29 Nov-3 Dec - 13-17 Dec - 17-21 Jan,
31 Jan-4 Feb -14-18 Feb - 7-11, 21-25 Mar - 4-8,
18-22 Apr - 2-6, 16-20 May - 6-10, 20-24 Jun

STRATEGIC INTELLIGENCE COURSE 6-30 Jul 15 Nov-10 Dec 21 Mar-15 Apr	This course is presented by DIA to provide active duty military officers and career civilians with a working knowledge of strategic intelligence, its primary purpose and major functions, and the application of the components of strategic intelligence to the study of major world areas. Commissioned officers of grade 03 or above, or civilians in grade GS 9 or higher are eligible to attend. A minimum of 2 years college education or its equivalent is desirable.

AUTOMATIC DATA
PROCESSING
COURSES
(LOCAL AREA)

(All are 3 credit
courses except
where noted)

American University

55.530   AUTOMATIC DATA PROCESSING SYSTEMS
For people with no experience in data pro-
cessing or people with experience who have
specialized in a given area. This course
will tend to enforce the total systems ap-
proach.

55.561   THE MANAGEMENT OF AUTOMATIC DATA
PROCESSING SYSTEMS
Bring student abreast of the field by empha-
sizing "current" trends in data processing as
well as providing sound guidelines for appli-
cation studies, feasibility studies and equip-
ment capability and acquisition.

55.660   MANAGEMENT INFORMATION AND REPORT-
ING SYSTEMS
Geared toward the role of management infor-
mation in an automatic data processing sys-
tem. Emphasis is placed on the cost and

AUTOMATIC DATA
PROCESSING
COURSES
(cont'd)

value of this information. Recommended for those in a management position.

TUITION: $46 a credit hour

Department of Agriculture Graduate School

3-550 INTRODUCTION TO DIGITAL COMPUTERS
For the student with minimal background in engineering and mathematics. Broad view of relationships of computer to scientific investigation and business enterprise. Relationships between problem and computer. Examination of structure and organization of computer in connection with large functional units. Their interrelations, interdependence, and control. Some programming concepts.

3-559 ELECTRONIC DATA PROCESSING-GENERAL
For subject-matter professional workers desiring technically based understanding of techniques, potentials, and problems of exploiting electronic data processing in their fields. First semester: Oriented mainly to equipment. Organization and components of EDP systems. Programming concepts in machine language and in symbolic representation of machine language. Input-output. Arithmetic. Program logic and control. Distinctions among kinds of machines. Second semester: Oriented mainly to uses. Systems analysis and flow charting. Automatic programming (Fortran, Algol, COBOL, and Tabsol). Representative applications in the Federal Government. Accounting, Statistics. Scientific computation. Information storage and retrieval. Advanced potentials of EDP.

3-578 IBM 360 DATA PROCESSING SYSTEM
Basic information on IBM 360 system. Provides general understanding of system and interrelationship of models and parts. Broad system concepts, basic and optional features, and specific input-output devices. Operating

AUTOMATIC DATA
PROCESSING
COURSES
(cont'd)

principles, central processing unit, instruc-
tions and programming (basic assembly pro-
gram and applications of Cobol and Fortran).

3-588   DATA PROCESSING ON ELECTRONIC COM-
PUTERS-IBM 1410 - 2 credit hours
First semester: Introduction to high-speed
data processing system. Input-output com-
ponents. Computer capabilities. Repertoire,
format, and execution of machine commands.
Preparation of flow charts. Writing of de-
tailed program instructions, using both ab-
solute and symbolic language. Second semes-
ter: Program loading and testing procedures.
Data processing with magnetic tape. Macro
instructions. General purpose input-output
package routines. Systematizing a data pro-
cessing project. Automatic programming
systems. Prerequisites: Training or expe-
rience in accounting or statistical fields, or
with other stored program digital computers.

TUITION: $14 a credit hour.

Georgetown University - School of Business Administra-
tion

Div of Business Stat 005, 006: BUSINESS STATISTICS
I & II

Acquaints the student with the concepts and
procedures of modern business statistics.
Covers the design of statistical surveys, data
processing and data presentation as well as
the principles of sampling methods for uni-
variate and bivariate distributions and distri-
bution-free methods. Special attention is
given to scientific sampling in accounting,
in quality control and in the purchase and
marketing of merchandise, to modern deci-
sion and to be statistical forecasting.

TUITION: $50 a credit hour

AUTOMATIC DATA
PROCESSING
COURSES
(cont'd)

George Washington University - Engineering and
Applied Science

Applied Science 287: AUTOMATA AND SELF-
ORGANIZING SYSTEMS

> Effectively computable functions and Turing
> machines, digital computational methods in
> Boolean algebra, combinational circuits and
> their analysis, recursion circuits and their
> analysis, reliability of automata, networks
> of automata, artificial intelligence.

Engr 21: APPLICATION OF COMPUTERS TO ENGI-
NEERING PROBLEMS

> Machine utilization; number systems; princi-
> ples of programming, machine language and
> automatic programming language, Fortran,
> Algol, Colol; numerical analysis, basic logi-
> cal circuits.

Engr 22: DIGITAL TECHNIQUES

> Automatic programming techniques, self-
> detecting and correcting codes, logical cir-
> cuit design, electronic design of digital
> transistor and magnetic-core circuits, mem-
> ory systems, analog-to-digital techniques,
> wiring diagrams.

Engr 23-24: COMPUTER LABORATORY I-II

> Use of digital and analog computers; includ-
> ing design, logical circuitry, programming,
> operation, maintenance, and troubleshooting.

Engr 230: DIGITAL TECHNIQUES

> Automatic programming techniques, self-
> detecting and correcting codes, advanced
> logical circuit design, electronic design of
> digital transistor and magnetic-core circuits,
> memory systems, analog-to-digital techniques,
> wiring diagrams.

AUTOMATIC DATA PROCESSING COURSES (cont'd)

Engr 231: DIGITAL CIRCUITRY AND SYSTEMS

Basic concepts of modern digital programmed systems, mathematical foundations and techniques for logical design of digital circuits, electronic design of computer circuits.

Engr 232: DIGITAL SYSTEMS

The programmed system; system design of digital computers, special-purpose digital computers, reliability, data-processing techniques, analog-to-digital and digital-to-analog techniques.

Bus Admin 219: DIGITAL COMPUTER PROGRAMMING CONCEPTS

Machine functions and programmed control, instructions and programs, sub-routines, general purpose programming, business oriented programming languages. Prerequisite: Business and Public Administration 204 (Quantitative Factors in Administration) or permission of instructor.

Bus Admin 220: COMPARATIVE DIGITAL COMPUTER SYSTEMS

Properties and capacities of the range of equipments in use today, special purpose business equipments, recent and prospective equipment developments. Prerequisite: Business Administration 219 (Digital Computer Programming Concepts).

Bus Admin 221: APPLICATION OF DIGITAL COMPUTERS

The integration of data processing in the regular operations of the business or government organization and in establishing flows of management information systems planning, the impact of ADP on management organization and decision making. Prerequisite: Business and Public Administration 204 (Quantitative Factors in Administration) and Business Administration 220 (Comparative Digital Computer Systems).

AUTOMATIC DATA
PROCESSING
COURSES
(cont'd)

Bus Admin 222: SEMINAR: ADVANCED DIGITAL
COMPUTER CONCEPTS

Study of advanced problems in the design and
application of computer systems.

Stat 197: DIGITAL COMPUTER PROGRAMMING WITH
APPLICATIONS

The use of the digital computer in statistical
and other computational work. Machine lan-
guage, SPS and FORTRAN programming.
Writing, debugging, and running programs
on the digital computer, using the IBM 1620
in the University Computing Center. Pre-
requisite: Permission of the instructor.
Laboratory fee: $20.

Stat 207-208: OPERATIONS ANALYSIS

Basic concepts and techniques of operations
analysis as applied to problems in business
management and economic research. An in-
troduction to the processes of linear pro-
gramming, game theory, and queueing theory.
Prerequisite: Admission by permission of
the instructor.

TUITION: $46 a credit hour.

University of Maryland

Bus Admin 101: ELECTRONIC DATA PROCESSING

The electronic digital computer and its use
as a tool in processing data. The course in-
cludes the organization of data processing
systems, environmental aspects of computer
systems, fundamentals of programming, and
management control problems and potentials
inherent in mechanized data processing sys-
tems. Prerequisite: Junior standing, Math.
11 (Introduction to Math) or the equivalent.
Laboratory fee: $10.

AUTOMATIC DATA
PROCESSING
COURSES
(cont'd)

Bus Admin 102: ELECTRONIC DATA PROCESSING APPLICATIONS

Study of computer applications, introduction of computer methods for the solution of business problems and laboratory exercises in programming and development of computer techniques. Prerequisite: Business Administration 101 (Electronic Data Processing). Laboratory fee: $10.

Bus Admin 103: INTRODUCTION TO SYSTEMS ANALYSIS

The course includes the principles of systems analysis, recent applications and innovations of the systems concept, design and implementation of computer systems, including such techniques as mathematical programming, simulation, business games, and network analysis, and laboratory use of a digital computer in the application of these techniques. Prerequisite: Business Administration 102 (Electronic Data Processing Applications), Math. 15 (Elementary Calculus) or the equivalent. Laboratory fee: $10.

Bus Admin 167: OPERATIONS RESEARCH I

The philosophy, methods, and objectives of operations research. Basic methods are examined and their application to functional areas of business are covered.

Civil Eng 140: ENGINEERING ANALYSIS AND COMPUTER PROGRAMMING

Elements of operational calculus, vector analysis; numerical methods and programming for computers. Errors, interpolation, series, integration, iteration and solution of equations. Prerequisite: Math. 64 or concurrent registration (Differential Equations for Engineers).

Electrical Eng 106: PROGRAMMING DIGITAL COMPUTERS

Number systems, theory of digital computer; essential steps in programming; numerical

AUTOMATIC DATA
PROCESSING
COURSES
(cont'd)

solutions. Prerequisites: Math. 21 (Calculus II); Physics 21 (General Physics: Electricity, Magnetism, and Optics); Electrical Engineering I (Basic Electrical Engineering); and concurrent registration in Math. 64 (Differential Equations for Engineers). Laboratory fee: $5.

Electrical Engr 130: ELECTRONIC ANALOG COMPUTERS

Principles of analog computing components, operational amplifiers, d-c amplifiers, instrument servos, multipliers, and function generators. Prerequisites: Electrical Engineering 101 (Engineering Electronics); Math. 64 (Differential Equations for Engineers).

TUITION: Courses numbered 100-199 are for Advanced Undergraduates and Graduates. A person admitted as a graduate student pays $18 a credit hour; a person admitted as an undergraduate pays $15 a credit hour.
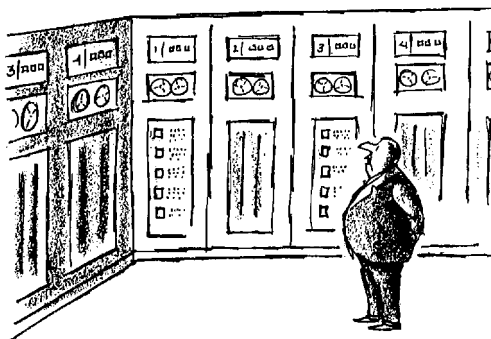
"I've come to tell you I'm resigning."

Training Selection Board

COURSES SCHEDULED

*Air War College, Maxwell AFB, Alabama   9 Aug 65 - 3 Jun 66

> Designed to prepare senior officers for high command and staff
> duty and to promote sound concepts of aerospace power develop-
> ment and employment. International relations, air warfare,
> and global strategy are studied.

*Armed Forces Staff College, Norfolk, Virginia   16 Aug 65 - 14 Jan 66

> For middle-level and senior officers. Objectives of the course
> are to promote teamwork among the services, to educate offi-
> cers in joint and combined organization, planning and operations,
> and related aspects of national and international security, and
> to prepare them for duty in all echelons of joint and combined
> commands.

*Executive Development Program, Kings Point, New York
 "Skills and Goals of Management"   12 - 23 Jul 65

> For senior officers. Agency candidate must be in grade GS 14
> and above. The program is planned as an integrated curriculum
> which can be taken through a series of related short courses
> over a period of years and which will provide an understanding
> of significant, continuing Government responsibilities valuable
> to a career executive in any agency or function.

Executive Program in Business
Administration, Columbia University   18 Jul - 28 Aug 65

> For senior executives. The course is designed to deepen the
> executive's understanding of the interrelationships and internal
> operations of his organization and the national and international
> economic forces which affect business; to strengthen his grasp
> of planning and decision making; and to develop his administra-
> tive ability.

*Federal Executive Fellowships, Brookings   Jul 65 - Aug 66

   Candidates must have ten years of Federal Service and demon-
   strated a capacity for independent research. The purpose of
   the program is to increase the knowledge, proficiency, and
   skill of senior officers and to permit them to make a research
   contribution in their field. Research projects should be in the
   fields of economics, government or foreign policy and should
   be of such scope as to require from six to twelve months of re-
   search and to result in useful reports, articles, monographs,
   or books.

Foreign Affairs Program Management Seminar, FSI   2 Aug - 19 Nov 65

   For State Department officers and other officers in Government
   agencies who are rising to managerial responsibilities in for-
   eign affairs. Designed to prepare foreign affairs specialists
   to become desk officers, embassy section chiefs, principal offi-
   cers, and to assume other executive-type positions by studying
   the design, implementation and coordination of the main programs
   constituting United States foreign affairs. A continuous thread
   throughout the seminar is separate country studies by student
   panels.

*Industrial College of the Armed Forces, Ft. McNair 18 Aug 65 - Jun 66

   For senior officers. The course covers all phases of national
   and world economic, political, military, and psychological con-
   ditions and trends, logistics planning and economic mobiliza-
   tion in time of war; human, material, and economic resources;
   the impact of scientific research; and the relationship of all
   these to national policy and strategy.

Management Development Program for Federal Executives   14-15 Sep)
                                                         13-22 Oct)
                                                         6-7 Jan)

   For officials and specialists who are newly assigned to posi-
   tions of executive responsibility and who have little formal
   training in current management philosophies, principles and
   practices. Agency candidate must be in grade GS 14 or above.
   The program is conducted by USDA in three phases: a two-day
   orientation in Washington, nine-day workshop in Williams-
   burg, and a two-day follow-up in Washington.

National Interdepartmental Seminar, FSI   26 Jul - 20 Aug 65
     13 Sep - 8 Oct 65

> For senior officials of the Government who are concerned with
> countries designated "critical" and other areas of the world
> where there is active or incipient insurgency. Agency candidate
> must be in grade GS 14 or above. Includes study of developing
> nations, current insurgency, U.S. resources in countering in-
> surgency, the development of internal defense plans, and the
> functions of the U.S. country-team.

*National War College, Ft. McNair   12 Aug 65 - 3 Jun 66

> For senior officers. The course is designed to prepare select-
> ed personnel of the Armed Forces and the State Department for
> joint and combined high-level policy, command, and staff func-
> tions. Topics include the world situation, Government agencies,
> national security policy and strategy, and the military, economic,
> scientific, political, psychological, and social factors of national
> power.

*Naval War College, Newport, Rhode Island   5 Aug 65 - 15 Jun 66

> For senior officers. Designed to prepare officers for higher
> command through a better understanding of the fundamentals
> of warfare, international relations, and interservice operations.
> Emphasis is on the use of naval power to accomplish the Navy's
> mission and to further national objectives.

* Nominations are closed for these courses. If you are interested in the
next scheduled course consult your Training Officer for details on the
selection process.

THE AGENCY'S OFF-CAMPUS PROGRAM
George Washington University and The American University

The George Washington University's College of General Studies has ten-
tatively scheduled the following courses for the fall and spring semesters
of the Agency's Off-Campus Program:

Fall Semester 1965

Hist 71 THE DEVELOPMENT OF THE CIVILIZATION OF THE
     UNITED STATES The political, social, economic,
     and cultural forces of the United States in their world
     setting from 1492 to 1865. Monday

Hist 145 HISTORY OF RUSSIA Survey of the rise and revolu-
     tion of Russia. Russia under the Old Regime, 860-
     1900. Tuesday

     Prerequisite: Hist 39-40 (The Development of Euro-
     pean Civilization)

Pol Sci 192 GOVERNMENT AND POLITICS OF NORTH AFRICA
     Domestic and international politics of Algeria, Tunisia,
     Morocco, Libya, Egypt, and Sudan. Attention is given
     to their relations with the states of the Middle East.
     Monday

     Prerequisite: Pol Sci 9-10 (Government of the U.S.)

Pol Sci 10 GOVERNMENT OF THE UNITED STATES State and
     local governments; civil rights; major functions of
     government at federal, state, and local levels.
     Tuesday

Geog 165 EASTERN AND SOUTHEASTERN ASIA Regional
     survey. Wednesday

Geog 166 THE SOVIET UNION Regional survey. Thursday

Soc 2 MAN, CULTURE, AND SOCIETY II Development of
     culture and personality, the impact of groups and in-
     stitutions on man's social behavior. A survey of the
     fields within sociology. Wednesday

Psych 1 GENERAL PSYCHOLOGY The fundamental principles underlying human behavior. Thursday

Eng 1 ENGLISH COMPOSITION Review of grammar, exercises in composition, readings. Wednesday

Math 21 CALCULUS I Elementary concepts of analytic geometry. Differentiation and integration of algebraic functions with applications. Tuesday

    Prerequisites: Math 3 (College Algebra) and Math 6 (Plane Trigonometry); or two years of high school algebra, one year of high school geometry, and one-half year of high school trigonometry; or the equivalent.

Educ 108 HUMAN DEVELOPMENT, LEARNING, AND TEACHING For the general student as well as the prospective teacher. Principles of effective teaching based on an understanding of human development and nature of learning. Thursday

    NOTE. This course has approximately fifteen hours of field work which must be done during the working day. It consists of three visits to an elementary school for a half-day, one to a junior high school, and one to a senior high, to observe teachers in classrooms.

Spring Semester 1966

Hist 72 THE DEVELOPMENT OF THE CIVILIZATION OF THE UNITED STATES The political, social, economic, and cultural forces of the United States in their world setting from 1865 to the present. Monday

History 146 HISTORY OF RUSSIA Survey of the rise and revolution of Russia. Revolution and Soviet rule, 1900-1960. Tuesday

    Prerequisite: History 39-40 (The Development of European Civilization).

Hist 164 SOUTH AMERICA SINCE INDEPENDENCE Development of the independent South American states in the 19th and 20th centuries. Wednesday

Hist 164(cont)	Prerequisite: Either Hist 39-40 (The Development of European Civilization) or Hist 71-72 (The Development of the Civilization of the U.S.)
Pol Sci 190	POLITICS OF MIDDLE AND SOUTHERN AFRICA The political life of the states and dependent territories of non-Mediterranean Africa, including the upper Nile valley and the Horn of Africa. Special attention to the specifically regional aspect of the foreign policies of these countries. Monday
	Prerequisite: Pol Science 9-10 (Government of the U.S.)
Pol Sci 9	GOVERNMENT OF THE UNITED STATES Structure, powers, and operation of the Federal Government: Congress, the President, and the Supreme Court; elections, political parties, and pressure groups. Tuesday
Geog 164	COMMUNIST CHINA Regional survey. Thursday
Anthro 1	MAN, CULTURE, AND SOCIETY I The physical evaluation of man and the origins and development of culture, including a survey of the topic divisions of the field. Wednesday
Psych 8	PSYCHOLOGY OF ADJUSTMENT Processes involved in the total adjustment of the individual with emphasis on social environment; development in the individual of adjustment techniques. Thursday
	Prerequisite: Psychology 1 (General Psychology) or Psychology 5-6 (Principles and Methods of Psychology).
Eng 2	ENGLISH COMPOSITION For second-semester freshmen not following the Columbian College of Arts and Sciences sequence. Readings and practice in expository and argumentative techniques and in research procedure. Wednesday
	Prerequisite: English I or IX (English Composition)
Math 22	CALCULUS II Differentiation and integration of transcendental functions and applications, topics in analytic geometry, techniques of integration. Tuesday

Math 22 (cont.)   Prerequisite: Math 21   (Calculus I)

Educ 123   SOCIETY AND THE SCHOOL   For the general student
as well as for the prospective teacher. Historical and
sociological development of education at the local, na-
tional, and international levels; cooperation of the
school with other community agencies; organization
and operation of schools; functions of personnel.
Thursday

NOTE. This course has approximately fifteen hours
of field work which must be done during the working
day. It consists of attendance at a school from three
to six times to observe teachers and to listen to the
principal describe the school.

The American University has scheduled two courses in economics for
the fall semester:

Fall Semester 1965

Econ 19.514   INCOME ANALYSIS I: CONCEPTS AND THEORY
Analysis of economic aggregates. The multiplier and
acceleration principle. Interrelationship between
prices, money supply, interest rates, output. Tuesday

Prerequisites: Economics 19.302 (Intermediate
Economic Analysis: Income), and Economics 19.312
(Money and Banking).

Econ 19.307   INTRODUCTION TO QUANTITATIVE ECONOMICS
Selected topics from analytical geometry, calculus,
linear algebra, statistics, and their application to
problems in economic research and analysis. Thursday

Prerequisites: Mathematics 41.100 (Survey of Mathe-
matics I), and Statistics 69.202 (Basic Statistics).

Enrollment in these courses is limited to overt employees of the Agency.
All courses are three semester hours. Classes will be conducted even-
ings, exact time and place to be announced. Tuition for personnel who
are sponsored by the Agency will be handled by OTR.

The fall semester of the GW program will begin the week of 20 September 1965 and will run for 15 sessions. Tuition is $90 ($30 per credit hour) and may be paid in three installments. The dates of registration, counseling by the Assistant Director of the GW's Off-Campus Division, and the beginning of the spring semester will be announced in a Headquarters Employee Bulletin.

The fall semester of AU's program will start the week of 13 September and will run for 16 sessions. Tuition is $90 a course, also payable in three installments. Dates of registration will be announced later in the Headquarters Employee Bulletin.

Employees who are interested in taking courses which are not offered in the schedule may discuss this with ███████████ Registrar, extension 3101. If there are enough people interested in a particular course, efforts will be made to arrange for it.

25X1A

WHAT IS THE "GRID?"

A strange language is being heard around the halls and offices these days. "My boss is such a nine-one, I've gone completely one-one." "Stop acting five-five." "Well, it's better than being so one-nine."

What does it mean? To those who have taken management training within the last year, these numbers describe various kinds of managerial and supervisory behavior. Several hundred people have by now acquired this handy descriptive device through their study of "The Managerial Grid," a theoretical frame-work which is currently attracting a lot of attention in government and business circles. . For example, it has been recently the subject of a lengthy article in the Harvard Business Review (November-December 1964).

"The Managerial Grid" plots the behavior and attitudes of managers along two axes, one of which represents a concern for people and the other a concern for production. Some managers overemphasize work and its problems, while ignoring the people who are doing the work. Others overemphasize people and their problems while paying little attention to the work. Still others try to balance or compromise the needs of people and work, conceding first to one and then to the other as the situation demands. Are there other and better ways to organize people and work to get maximum effectiveness?

The conceptual framework is described in the textbook, The Managerial Grid, by Professor Robert Blake of the University of Texas. This book assigns descriptive numbers to the principal kinds of behavior and explains the application of the system. This book and a number of specific exercises form the base for a one-week course which has been taken by 225 employees from all parts of the Agency, 147 of whom were GS-15 and above.

The one-week course ("Phase I") is designed to enable the participants to:

> analyze their own managerial styles and assumptions;

> recognize the advantages and limitations of various styles;

> learn more effective ways of resolving conflict;

learn how to use individual resources for team efficiency;

improve problem-solving skills by learning ways to reach concensus and commitment in a group.

The teaching method is also an innovation. Participants are grouped into teams of six or seven each, given a series of exercises designed to promote competition among individuals and teams; these exercises are based on Grid concepts and are scored. The learning situation is an active one; there is almost no lecturing or interference from the instructors; students have to work out their problems themselves.

For example, pick from the following sentences the one which best describes the way in which you normally handle a situation when two subordinates have gotten into open conflict:

    a.   Let them work out their differences by themselves.

    b.   Smooth it over by pouring oil on troubled waters.

    c.   Get them together to "talk it through" to resolution.

    d.   Suppress it by dealing firmly with both. Conflict can't be tolerated.

    e.   Talk to them one by one to understand the problem and yet to explain how fighting on the job can cause everyone to lose.

The answers you pick to this and a number of related questions will give a definite clue to how you see your leadership style. By the end of the week, your teammates may estimate you somewhat differently, and you may recognize ways to improve your effectiveness in dealing with others. By the end of the week, many have found that they had better awareness of their own attitudes and behavior. For example, some people have realized for the first time that they talk too much or too little, that they don't really listen to others, that they have been unwilling to face up to conflict or too willing to compromise in general. The course lays the ground work for more effective working as a member of a team (for example, a boss and his immediate subordinates) and for sounder problem-solving through demonstrating the blocks that commonly exist and ways to remove them.

The managerial Grid Program has additional phases beyond the one-week course. In Phase II, a boss and his immediate subordinates sit down together as a team to work through a set of exercises designed to

help them identify problems and blocks which are hindering them from turning in a maximum performance as they then identify solutions and plan for corrective action. This is done throughout an entire component, starting at the top and working down through all the echelons.

Because of the interest in the Grid, a high-level decision was made to select one Office of the Agency and put the entire component through Phases I and II, as a pilot project. If, after evaluation of the results in terms of increased efficiency and effectiveness, the program proves to be worth while, additional pilot projects will be considered.

The Office of Finance was selected several months ago to be the "guinea pig" for this very significant experiment, and all managers and super-visors, from GS-18 through GS-6 have now gone through the Grid week. Phase II is due to start in the fall with the Director of Finance and his immediate staff leading off. The lower ranks will follow. The exercise will be conducted over a period of about six or eight months, a few hours at a time, and participants will address themselves to actual Office problems with minimum intrusion from trainers and consultants.

Several thousand employees in the last ten years have taken "manage-ment" training in some form or other, but there is some question as to the impact on the managerial effectiveness of the total organization, since this training has been optional and individuals have been trained almost on a random basis. The most recent thinking in management training circles indicates that the real impact will come, if at all, from training an entire organization. A number of senior executives of the Agency want an effective management training program, have encour-aged the search for a new approach, and have even taken the Grid Semi-nar themselves. Current indications are that the "Grid" will be with us for some time. Several further seminars are planned for senior offi-cers, and the results of the Office of Finance Pilot Project are being eagerly awaited.

Foreign Service Institute Library

Area Collections

To Our Readers: The FSI Library is open to employees of the Agency who are not necessarily affiliated with the Institute through a training program or in an official capacity. FSI requires, however, that the Registrar/OTR notifies the librarian of the date the CIA employee plans to use the library. Call ▮▮▮▮▮▮ on extension 3101 to register.

25X1A

The area collections in the Foreign Service Institute Library comprise approximately 1600 titles, the great majority of which appear in English. They cover primarily government, politics, economics, history, sociology, and some literature. The intent of the collections is to give as clear a picture as possible of life in other countries as well as their relations with the United States. Because the majority of the important works have been obtained in multiple copies, each area student is usually able to withdraw books from the library as soon as they are needed, without having to wait for other students to return them.

The books vary greatly in number according to the number of countries involved in each area, and the availability of materials. There are many more books available in English on crisis areas than on others. The student is encouraged

to take home and browse through many more
books on his area and country than are assign-
ed for required reading, and thereby is able to
become acquainted with the whole range of cur-
rent literature on his area and country, which
he can pursue during his assignment abroad.

A special part of the area collections is the
Area Training Materials Center which consists
of vertical file type material, mostly ephemera
which supplement the cataloged materials pre-
viously discussed.

Supporting the area collections is a group of
reference books including several encyclope-
dias, almanacs, statistical yearbooks, official
publications of the Department of State, bio-
graphic, geographic, educational and economic
references comprising about 1000 volumes.

In addition, the main, or basic, collection of
the Library is constantly used for background
and for materials not selected by the area
course chairmen for their own shelves. There
are about 8000 volumes in this support facility.

HOW TO WRITE BETTER

There's a story, pretty worn by now, about the executive
who wrote his maintenance supervisor a memo instructing
him to "eliminate all undesirable vegetation surrounding the
periphery of our facility." The poor supervisor went out
and pulled up four rows of tulips, an edging of pachysandra,
two 150-foot geranium beds, and 50 expensive evergreens.
When the boss heard this he gasped, "What! All I wanted
you to do was kill the weeds around the plant." To which
the doomed supervisor replied, "If you wanted me to kill
the weeds, why didn't you just tell me to kill the weeds?"

There's a moral here, and a serious one. Why indeed didn't
the executive just say, "kill the weeds"? He was guilty of
one of the biggest wastes in industry and government today:
the waste of executive manpower through bad writing.

How big this waste is becomes easy to realize, if you stop
to think about it. Our weed-killing executive only lost about
$1,000 worth of landscaping. But what happens when he
gives similar instructions--as he does every day--to others
under him?

What would have been the consequences, for example, had
he been instructing someone on a vital missile part instead
of weeds? He might cause a vast and expensive project to
fail because someone misunderstood him and acted wrongly
on an important matter.

This waste doesn't end, however,
just with misunderstanding
brought on by poor writing. Val-
uable time is wasted too, be-
cause it takes an executive much
longer to sit down and ponder
how to say, "eliminate undesir-
able vegetation" than to say,
simply and clearly, "kill weeds."
It takes much longer for the

Anachronistic ratiocination was
catastrophic to herbaceous integ-
ument.

person on the other end to read it, too. And the worst part
of the danger is that the cause of all the trouble, poor writ-
ing, is almost impossible to diagnose. Management teams
and efficiency experts hunt the cause of mistakes and execu-
tive slowdowns, without realizing that often the whole trouble
is in written reports.

<u>What's the biggest sin?</u>

Ironically, the most common writing fault is also the most
simple to correct: overimpressiveness. Most executives
are literate, intelligent experts at their job. They are cap-
able of analyzing a situation and deciding what action should
be taken. They think clearly. But the moment they sit
down with a paper and pencil, or a dictating machine, they

"Succorance! Succorance!"
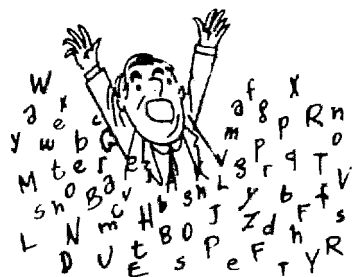
are in trouble. Their real pur-
pose in writing, to get their
ideas across to someone else,
is forgotten. Instead, they
start out to prove how profound
they are. They begin to think
in terms of "eliminating unde-
sirable vegetation" instead of
"killing weeds," "extinguishing
conflagrations" instead of "put-
ting out fires."

Actually, professional writers know that good writing de-
pends on what one says, not how he says it. They know
that the simplest way of saying something is usually the
best way, and that no amount of flowery words can make
their writing good unless they have something worthwhile
to say. They know, furthermore, that readers are not
going to read their writing unless it is simple, direct, and
to the point.

Here's why. Readers are busy. Like you, they have more
to do during business hours than they have time for. They
demand their information in the easiest way they can get it.
If you throw roadblocks in their way by cluttering your
writing with unnecessary big words and complicated phrases,
they may choose simply not to read it at all. Or, they may
think to themselves, "This is complicated. I'll put it aside
and read it when I can give it more time." But chances are
that time will never come.

antidisestablishmentarianism

Six principles of clear writing

We have established, then, that good writing should be clear
and simple. Keep the reader in mind. And remember,
writing that is easy to read is easy to write too. Here are
six principles of clear writing. They are not rules, but
principles. When followed, they will help you more often
than not. By using them, you will find that your writing is
not only easier to read, but easier to write too.

1. Prefer short, familiar words

The easier your writing is to read, the more
successful it is. And the best way to make
reading easy is to use common words wherever
possible. There are about a half million words
in the English language. The average college
graduate knows and uses about 15,000 of them.
About 2,000 make up most of our conversation.
But 10 simple one-syllable words (the, of, and,
to, a, in, that, it, I, is) make up about a fourth
of everything that has ever been written in
English.

Don't be afraid or ashamed to write with easy
words. Remember, chances are the ideas
you're going to write about are quite complex.
It may take all of your reader's concentration
to grasp those ideas. Don't force him to expand
some of that concentration on your words.

And remember too, vocabulary is a tool, a
means to an end. It is not an end in itself.
While a large vocabulary is one of your greatest
assets, it should be used graciously. Don't
show off with it. Don't use a large word when
a small one will do.

2. Keep most sentences short and simple.

It used to be a rule among newspapermen that
no sentence should be over 20 words long. Today

this rule has been relaxed, but it's still a good one to follow. Long sentences themselves are not necessarily bad if they can stay clear and easy to understand, but usually the unskilled writer who tries long sentences gets confused, and by the time he gets to the end of the sentence he has worked himself and his reader into serious trouble that would have been easy to avoid with several short sentences instead of one long one. (The sentence you just finished contains 65 words, yet it should have been easy for you to read.)

Study this sentence as an example of what can happen when a writer tries to get too fancy with a sentence: "Created by Charles Deaver, who also collaborated on the earlier Model B, Deaver managed to show his genius for foolproof design in this one too."

"Annihilate the current incendiary intrinsicality of the industrial domicile!"

This sentence is only 25 words long. Yet the writer has gotten himself and his readers thoroughly confused. If you trace the grammar, following the subject from beginning to end, you see that Deaver is created by Charles Deaver. What he was trying to say would have been better in three short sentences, like this: "The machine was created by Charles Deaver. Deaver also collaborated on the earlier Model B. He managed to show his genius for foolproof design in this one too."

Don't worry about short sentences sounding choppy. This is a common objection among unseasoned writers. But writers are much more aware of this than readers are. Furthermore, short sentences can be just as smooth and fluent as long ones. If you don't think so, take a look at Hemingway.

3. Prefer active verbs; avoid passives

The active voice is dynamic, colorful, exciting. The passive voice is dull, weak, uninspiring. Active verbs do something. (The marines hoisted the flag on Iwo Jima.) Passive verbs, easy to spot by a form of the verb "to be" at the beginning, report on what was done. (The flag was hoisted on Iwo Jima by the marines.)

Business writing is full of deadly passives. We say, "An improvement in service has been effected" instead of "We improved service." "Improved performance was noticed by those present" instead of "We noticed an improvement." "The switch is pressed by the operator" instead of "The operator presses the switch."

Once you have mastered simple words and short sentences, nothing will add more sparkle to your writing than healthy doses of active verbs.

4.   Use a conversational style.

Most of us are better at talking than writing because we have had much more practice at it. Of course, most people who can't speak coherently can't write coherently either. This principle won't do much good for them.

When you're struggling over a tough passage-- one that seems to defy writing--ask yourself, "How would I say this to my wife at dinner, or to the reader if he and I were sitting in the lunchroom discussing this over a cup of coffee?" You'll be amazed how much easier the words will unfold before you. Of course there are bound to be some important differences between the language style you use for talking and that for writing. Let common sense be your guide. And, of course, there are some people who have just as much trouble speaking as writing. They are dull at both. For them we recommend applying Principles One, Two and Three to their speech as well as to their writing.

5.   Get people into your sentences.

This is another rule that filtered down from the newspapers. Many a managing editor's desk in the days of green eyeshades was adorned with a sign reminding cub reporters: Talk about people, people, people!

There are two important reasons why your writing should bristle with people: passive verbs will disappear automatically, and your writing will become more accurate.

It's almost impossible to write in the passive
voice if people are the subjects of your sentences
Thus, a typical dull sentence like, "It was real-
ized that drastic changes would have to be made"
is less likely to show up in your writing. In-
stead you are more likely to write it as it should
be: "We realized we would have to make drastic
changes." Notice how much more interesting
the second version is. Chances are, even the
writer would feel the enthusiasm generated by
his more interesting style, and would be swept
up in sort of a chain reaction leading to still
more enthusiasm reflected in his writing.

People in your sentences make the writing more
accurate too. The passive voice sentence, "It
was realized that drastic changes would have to
be made" is not only dull but inaccurate. It
leaves unanswered the important question, "By
whom? Who realized it, and who would have to
make the changes?" Its active voice translation,
"We realized we would have to make drastic
changes" leaves no doubt. People in the sentence
make the difference.

6.   Know your subject

Sounds ridiculous, doesn't it. But you might be
surprised to see how many people don't really
know all they should about the subject they are
writing about. As a result, they try to cover
up with vague generalities that are at best am-
biguous, at worst meaningless.

We are not suggesting that executives are not
well enough informed. Certainly most men in
responsible jobs hold those jobs because of their
ability. But human nature makes many people
try to sound more informed than they really are--
especially in writing, for some mysterious rea-
son. When that happens the writing falls flat.
And it doesn't fool the real experts. There is
still no substitute for expert knowledge when
one is writing. The real expert has confidence
in himself and in what he is writing. And he

usually has more enthusiasm for his subject than
the not-so-expert. His self-confidence and en-
thusiasm show through in his writing. He is
more likely than most to apply Principles one
through five correctly, because he isn't trying
to impress anyone.

How to organize material

Start your written piece by telling the reader the gist or
conclusion right away. This may sound backward, but re-
member, you're not trying to write a mystery novel. There's
no need to keep the reader wondering until the very end
whether or not the butler did it.

Engineers and scientists often feel they should report a pro-
ject with the conclusion last. In a sense it is logical that
they should think this way, but what is right in arriving at a
conclusion is wrong in reporting how you arrived at it. The
conclusion should still go first. The engineer or scientist
often assumes that the natural way to report his work is to
relate it in the same order that he did it. But hindsight is
always 20/20. With the results or conclusion first, and then
the step-by-step procedure, the reader can study and digest
each step as he goes, because he can compare it with the
end result. And he can stop anywhere in his reading to
clarify in his mind how a particular step fits into the overall
picture. Without that conclusion at the beginning he doesn't
know what the overall picture is until the end. Any clari-
fying or digesting along the way requires reading the report
twice.

For others who are not engineers or scientists, the principle
is the same. Put the conclusion first. For example, if you
are writing a report on your opinion of coffee breaks in your
organization, don't wait till the end to tell whether you are
for or against them. Rather, give your opinion first, then
tell why.

Regardless of the type of writing, keep your information in
order. Whether you tell events in the order in which they
happened, or present arguments in order of importance,
use some order. Don't jump around.

Logic in your writing

It is a pity that everyone is not required to take a course or
read a book on Aristotelian logic--not only for writing, but
for almost all experiences involving clear thinking and the
necessity of dealing with people and situations.

Take a tip from lawyers. Much has been written about the
complexity of legal writing, and how unnecessary most of
that complexity really is. Many of these criticisms are
well-founded. But at least this much can be said in favor
of legal writing: it is always logical. It always builds step
by step from one point to another. Try a little of the legal
technique in your own writing (being careful, though, not to
be influenced by lawyers' tendency to use big words unneces-
sarily).

Don't be bound by rules

Many writers get into trouble because they stick unflinching-
ly to formal rules. But there are cases where it is better
to break a rule for simplicity's sake. Furthermore, many
of the rules have probably changed since you learned them
in school. You probably learned, for example, not to end a
sentence with a preposition. Today, a preposition is con-
sidered a fine word to end a sentence with. And you probably
learned that you can't begin a sentence with "and" or "but. "
But you can. You can even use sentences that are grammati-
cally incomplete, if you're skillful enough. Sometimes, any-
how.

Extracted from an article from Management Methods by
Albert M. Joseph

Directory of Training Officers

25X1A

SENIOR	DDI	2E-52	5277
TRAINING	DDP	3C-29	7327
OFFICERS	DDS&T	6E-68	4267
	DDS	7D-10	6833
TRAINING	DCI		
OFFICERS	O/DCI	7E-07	5678
	O/IG		
	Inspection Staff	7D-49	6565
	Audit Staff	1201 Key	2231
	General Counsel	7D-07	7541
	Cable Sec	1A-53	5838
	O/BPAM	6E-08	5477
	DDI		
	O/DDI	2E-52	5277
	CGS	7F-35	4210
	OCR	2E-61	5401
	ORR	4F-29	5081
		4F-29	5131
	ONE	7E-47	5628
	OCI	6G-29	6783
		6G-29	6783
	OBI	2400 Alcott Hall	3595

46

25X1A   25X1A

STATSPEC   ███████ Contact Service   902 Key   2265
            NPIC   1004 Key ████████ 3661
                                                              3428   25X1A

            DDS
            Administration   7D-10   6833
            Communications   GD-09   6438
                                             GD-09   6438
            Finance   1211 Key   2972
            Logistics   1326 Qtrs I   2657
                                             1326 Qtrs I   2657
            Medical   1D-4044   7792
            Personnel   5E-56   6772
                                             5E-56   6772
            Security   4E-71   7661
                                             4E-71   7661
            Training   839, 1000 Glebe 3101

            DDS&T
            OCS   GD-0404   4502
            OEL, ORD, & FMSAC   6E-68   4267
            OSA   6B-40   7206
            OSI   6F-24   6681
                                             6F-24   6681

Office of Training Directory

25X1A

	Director of Training		Rm 819, 1000 Glebe	3245
	Deputy Director of Training		Rm 819, 1000 Glebe	3245
	Special Assistant to the			
	DTR & Secretary, TSB		Rm 811, 1000 Glebe	3185
	Executive Officer		Rm 830, 1000 Glebe	3107
SCHOOLS	Intelligence School		Rm 711, 1000 Glebe	2326
	Language Training School		2107 Arl Towers	3065
	Course Information			3271
	Operations School		Rm 609, 1000 Glebe	2065
	School of International			
	Communism		Rm 736, 1000 Glebe	2442
STAFFS	Career Training Program		Rm 743, 1000 Glebe	3261
	Midcareer & Senior Officers			
	Courses		Rm 510, 1000 Glebe	2243
	Plans and Policy		Rm 807, 1000 Glebe	3185
	Registrar		Rm 839, 1000 Glebe	3101
	Deputy Registrar		Rm 839, 1000 Glebe	3101
	Admissions and Information		Rm 832, 1000 Glebe	3056
	External Training		Rm 835, 1000 Glebe	3137

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